



LNCT 16 – Management Structures in Secondary Schools

December 2021

1. Introduction

This agreement is the result of extensive negotiations between the Directorate and the Teacher Trade Unions. The agreement fully recognises the collegiate style of management, involving all staff, which should exist in all establishments.

2. Rationale for structural change

1. The management structure in a school provides a framework within which the various responsibilities of teachers can be effectively undertaken. This structure should support school, local authority and national priorities.
2. Schools are responsible for implementing a social as well as an educational agenda. Therefore, as well as creating a structure which supports the management of learning, there also has to be a management structure to provide for the pastoral support of young people.
3. Although curricular content is packaged in subjects, it does not have to be managed in exclusive subject segments. Consideration should be given to the notion that curricular areas may be grouped together in cognate areas. In developing a management structure an attempt should be made to explore the cognate relationships between subjects on a faculty basis.

3. Senior Leadership Team

1. The Senior Leadership Team (SLT) within a school has overall responsibility for the strategic and operational management of the school. In order to fulfil this remit for the benefit of pupils, parents and staff, duties and responsibilities have to be allocated within a coherent management structure. The structure in this agreement has been adapted to take account of the roll bandings used in the job sizing exercise and which will contribute to re-job sizing procedures.
2. This table shows the structure to be used within schools.

Roll	DHT
Up to 700	2
701 - 1150	3
Over 1150	4

4. Guidance Provision

1. All young people are entitled to appropriate guidance support and all staff have a responsibility to contribute to the delivery of this entitlement. The extent and means of delivery of this guidance entitlement will vary between educational stages and between schools. Promoted guidance staff have a particular responsibility to deliver this entitlement by managing various guidance tasks and supporting and advising staff who are involved in guidance activities. They also have a responsibility to deliver specialist aspects of guidance relating to particularly vulnerable children and to contribute to defined areas such as careers education and child protection.
2. Teaching staff play an important part in the delivery of guidance entitlement to pupils. This can be discharged at various levels. Teaching staff will be involved as members of a team of registration teachers. Teaching staff may decide to become involved in a more enhanced role as part of a guidance support team. A support guidance teacher will have a responsibility for providing various kinds of support to a group of pupils. The precise nature of this support will be determined by each school in discussion with the staff involved.

3. Schools should determine mechanisms that assist with the development of a collegiate guidance structure that involves support guidance teachers. These should include the opportunity to meet formally with a Principal Guidance Teacher (PTG) to discuss duties, and opportunities to meet with all guidance colleagues. Subject to timetable constraints, the role of support guidance teacher will be open to all teaching staff. HTs must have due regard for overall teacher workload and time should be available from within the contractual time available to teachers. An agreement on the allocation of time will be subject to discussion within the school negotiating committee as part of an annual review of the use of the remaining time within the 35 hour week.
4. Teachers who become involved as support guidance teachers must have access to appropriate continual professional learning activities.
5. Any arrangements that are put in place will be subject to local review at an LNCT level.
6. In order to deliver effective pastoral support to pupils, schools require a coherent structure for guidance. The structure in this agreement has been adapted to take account of the roll bandings used in the job sizing exercise and will contribute to the re-job sizing procedures.
7. This table shows the structure to be used within schools.

JOB SIZING BANDS	PTG
Up to 50	
51 - 100	
101 - 250	
251 - 500	3
501 - 750	4
751 - 1000	5
1001 - 1250	6

5. Principal Teacher Curriculum

A structure for the Management of the Curriculum

1. This agreed structure for the middle management of the curriculum in Inverclyde schools builds on existing structures while making changes that address a number of issues.
2. The middle management structure in all schools will have 14 principal teachers curriculum (PTC) posts. Differentiation within schools and between schools of different size will be achieved through the job sized remuneration for each post and the allocation of management time to post holders.
3. Up to six posts will be used to support agreed curricular areas in all schools. There will be core posts in English, Mathematics and Modern Languages. Schools should move to create cognate core posts in Science and Social Subjects. Each school will also have a PT Support for Learning to support pupils across all curricular areas.
4. The structure will provide a further eight posts that can be used flexibly by the HT in negotiation with the staff and their representatives. These posts may be used to support management in traditional curricular areas or they can be used to support the management of other cognate areas.
5. Where there is staff turnover, and fewer than the allocated 14 posts are used for the management of traditional areas or cognate areas, the remainder may be reviewed and consideration given as to their use.
6. If reviewing, schools should not create a structure that exceeds the total budget for the 14 posts, but may consider using the budget to create other leadership posts. This might mean using a post traditionally used to lead and manage curriculum to expand the guidance / support management structures if it is felt, in negotiation with potentially affected staff and their representatives, that this is where the greatest need lies.
7. Negotiated proposals for such a revision should be agreed by the Head of Education and the Schools' Finance Team at the centre and then shared with the school's trade union representatives and wider staff consultative team.

8. When a vacancy occurs at PTC level, consideration will be given to how this will be filled. All single subject posts which are part of the agreed management structure may be advertised locally.
9. When a PTC post is being established where the post holder will have responsibility in more than one subject area, consideration will be given as to how this post will be filled. In the first instance the new post will be offered in the school to existing PTC who have teaching experience in one or more of the areas being brought together. Where there are expressions of interest from more than one person, there will be interviews to identify the successful candidate. If there is only one candidate that person will be offered the post. All successful candidates will retain full salary conservation where appropriate.
10. Where there is a vacancy but no expressions of interest from within the school, the post will be offered in the first instance to any supernumerary PTC within the authority who has teaching experience in one or more of the areas being brought together. If there is no such supernumerary PTC, the post will be advertised within the authority.
11. When someone is successful in securing a post in another school within the authority, all current rules relating to transfers will be applied. As new posts are created, they will be job sized to determine the appropriate level of remuneration.
12. Any applicant for a cognate post must show a commitment to undertaking appropriate CLPL in their non-specialist subject management areas to develop an understanding of the issues facing these subjects.
13. Where a faculty PT is appointed to a situation where there are existing PTs there has to be discussions at school level between the HT and these PTs to determine the best way forward for each person. Existing PTs can decide from a range of options:
 - Remain as a PT with responsibility within the subject area operating as before
 - Remain as a PT and take on the duties within the faculty that are broadly commensurate with the grade of PT while transferring responsibility for agreed aspects of the post to the new faculty PT.

- Take on other duties as PT within the school e.g. Enterprise. Appropriate management time would be provided where this option is chosen. Any post created in this way would be outwith the 14 agreed posts for the school.
- Choose to become a class teacher, retaining a conserved salary while teaching full time, but relinquishing management time and responsibilities.

6. Allocation of Management Time

1. Time, over and above the normal non-class contact time for teachers, is clearly required to carry out the management duties attached to a promoted post and time may also be allocated to allow a member of staff to carry out some additional duties.
2. The core duties of DHTs require that they are not overly class committed. They need to: be available for staff; link with departments; participate in various aspects of pupil management; establish and maintain parental contacts; liaise with a range of external groups. All of these duties require management time. The general aim will be that DHTs have a maximum class contact of 12 periods.
3. All PTs will have a management time allocation that will vary in relation to the roll of each school. A core PTC will have a management time allocation that takes account of the number of staff managed and the number of pupils associated with the department.
4. A PTC post that is part of the flexible complement will have a management time allocation that is less than a core PTC since the post will have less responsibility in staffing and pupil numbers. Where a PTC from the flexible complement takes on responsibility for more than one subject area, the minimum management time allocation will be that of a core PTC within the school.
5. Where a PTC has responsibility for more than one subject area and is part of the core complement, the time allocation will increase by one period for each subject area included in the responsibility.
6. All PTGs will be given a management time allocation equivalent to a core faculty PTC in a school with a roll of 500- 750. This allocation addresses various issues: staff availability for pupils; it takes account of the role of guidance staff linking with various external groups; it assumes a

caseload of 150 pupils. The management time allocation will increase by one period for every additional 30 pupils, or part of 30 pupils, for which the PTG has responsibility.

7. These tables show the allocation of management time within schools.

POST	ROLL	MAX CONTACT (periods)	MANAGEMENT TIME (periods)
DHT	500 – 750	12	
PTC Core	500 – 750		5
PTC Flexible	500 – 750		3
PTC Faculty 1 *	500 – 750		5
PTC Faculty Core	500 – 750		7
PTG 150	500 – 750		7
PTG 160	500 – 750		8
PTG 181	500 – 750		9
POST	ROLL	MAX CONTACT (periods)	MANAGEMENT TIME (periods)
DHT	750 – 1000	12	
PTC Core	750 – 1000		6
PTC Flexible	750 – 1000		4
PTC Faculty 1 *	750 – 1000		6
PTC Faculty Core	750 – 1000		8
PTG 150	750 – 1000		7
PTG 160	750 – 1000		8
PTG 181	750 – 1000		9
PTC Faculty 1*: this refers to a post where a faculty is created by combining subject areas which are outside the core areas			

7. Conclusion

1. For the purpose of calculating each school's entitlement to promoted posts the roll taken into account will normally be the roll as at the national census date of the current session and the school's agreed projected roll for the following two sessions.
2. The authority will provide appropriate Career Long Professional Learning for HTs, DHTs, PTs and support guidance teachers.